Year 11 Health and Human Development

Unit 1 Outcome Booklet

Area of Study 1 – Understanding health and development

**Outcome 1 – SONG OR FILM REVIEW WITH WRITTEN REPORT**

**Weeks 1-4 (approx)**

On completion of this unit, the student should be able to describe the dimensions of, and the interrelationships within and between health and individual human development.

Key Knowledge:

* definitions of health and the limitations of these definitions
* physical, social and mental dimensions of health and their interrelationships
* measurements of health status, including life expectancy, incidence, prevalence, trends, morbidity
* mortality, disability adjusted life years (DALYs) and burden of disease
* definitions of physical, social, emotional and intellectual development
* characteristics of, and interrelationships between, physical, social, emotional and intellectual development
* the interrelationships between health and individual human development.

**TASK: You will be required to locate an appropriate song or piece of video or film footage that you think represents health and development, and asked to answer a series of questions related to the piece of media you have chosen.**

Assessment Criteria:

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| --- | --- | --- | --- | --- | --- | --- |
| Key skills for Outcome 1: | Very high  (5) | High  (4) | Medium  (3) | Low  (2) | Very low  (1) | Not shown (0) |
| * Define health and human development |  |  |  |  |  |  |
| * Explain the limitations of definitions of health |  |  |  |  |  |  |
| * Describe the characteristics of, and interrelationships between, dimensions of health |  |  |  |  |  |  |
| * Describe health status measurement terms |  |  |  |  |  |  |
| * Describe characteristics of, and interrelationships between, dimensions of individual human development |  |  |  |  |  |  |
| * Explain the interrelationships between health and human development |  |  |  |  |  |  |
| Total marks and Comments:  /30 marks | | | | | | |

Area of Study 2 – Youth health and development

**Outcome 2 – DATA ANALYSIS**

**Weeks 5-10 (approx)**

On completion of this unit, student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

Key knowledge:

* physical, social, emotional and intellectual characteristics of development during the lifespan stage of youth
* the health status of Australia’s youth
* Determinants of the health and development of Australia’s youth including at least **one** from each of the following:
* biological, such as genetics, body weight and hormonal changes
* behavioural, such as sun protection, level of physical activity, food intake, substance use, sexual practices, developing and maintaining friendships and seeking help from health professionals
* physical environment, such as tobacco smoke in the home, housing environment, work environment, access to recreational facilities
* social environment (family), such as family cohesion, parental health and disability and socioeconomic status of parents
* social environment (community), such as media, social support, community and civic participation (sport, recreation, arts and faith based activities), access to education, violence in the community and homelessness
* functions and food sources of nutrients required for optimal health and development of youth, including protein, carbohydrate, fats, water, calcium, iron, vitamin A, vitamin D, vitamin C and B-group vitamins
* the importance of nutrition in the provision for energy and growth including development of bone density and blood production
* the impact of food behaviours on youth health and development such as skipping meals, the consumption of foods from sources outside the home and the consumption of soft drinks and energy drinks.

**TASK: You will be required to develop a survey and collect primary data on a range of food behaviours practised by youth, class data is collated and findings are used to produce an article for the school newsletter outlining the possible consequences of the findings on youth health and development.**

Assessment Criteria:

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| --- | --- | --- | --- | --- | --- | --- |
| Key skills for Outcome 2: | Very high  (5) | High  (4) | Medium  (3) | Low  (2) | Very low  (1) | Not shown (0) |
| * describe the characteristics of youth development |  |  |  |  |  |  |
| * interpret data on the health status of Australia’s youth |  |  |  |  |  |  |
| * explain the determinants of health and their impact on youth using relevant examples |  |  |  |  |  |  |
| * identify the sources of nutrients and the functions they perform in the body for health and development during youth |  |  |  |  |  |  |
| * explain the impact of food behaviours on youth health and development |  |  |  |  |  |  |
| * analyse information about youth food behaviours and draw informed conclusions about youth health and development |  |  |  |  |  |  |
| Referencing, spelling and grammar, presentation and time management. |  |  |  |  |  |  |
| Total marks and Comments:  /35 marks | | | | | | |

Area of Study 3 – Health issues for Australia’s youth

**Outcome 3 – MULTIMEDIA PRESENTATION**

**Weeks 11-17 (approx)**

On completion of this unit, the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Key knowledge:

* health issues facing Australia’s youth
* the key features of one health issue for Australia’s youth, including:
  + its impact on all dimensions of health and development
  + the incidence, prevalence and changes over time (trends) of the selected issue
  + determinants of health that act as risk and/or protective factors
  + government, community and personal strategies or programs designed to promote health and development of youth
  + rights and responsibilities of youth in accessing and using relevant services.

**TASK: You will use information collected and analysed in relation to a selected health issue affecting youth health and development, prepare a multimedia presentation that analyses the personal and community strategies and programs that can promote youth health and development.**

Assessment Criteria:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key skills for Outcome 3: | Very high  (10) | High  (8) | Medium  (6) | Low  (4) | Very low  (2) | Not shown (0) |
| * identify health issues facing Australia’s youth * describe a specific health issue facing Australia’s youth |  |  |  |  |  |  |
| * gather information on a selected issue related to youth health using a range of resources such as primary data, print and electronic material |  |  |  |  |  |  |
| * analyse information on a selected youth health issue and draw informed conclusions about personal, community and government strategies or programs to optimise youth health and development |  |  |  |  |  |  |
| Referencing, spelling and grammar, presentation and time management. | (5) | (4) | (3) | (2) | (1) | (0) |
| Total marks and Comments:  /35 marks | | | | | | |